

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of Oct. 27– Nov. 1, 2014			
	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,PBIS	8:45- 9:15 - P.E.	Guided Reading & Conferencing
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: Police Station
O	<u>Spelling: Long vowels. o. oa. ow.</u>		Ski Patrol
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts-# 19-20 titled:</u>		on KWL; finish a story map;
A	Soccer Feet; My Bike		Genre study & Guided Rdg. Group
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Daily Oral Language		Someone, Listen to Reading, Word
	Character Education Word:		Works, Work on Writing
	Respect		CAFE components (RL.2.1)
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,PBIS	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library/Counseling	oral & Silent Rdg: Rescue Helicopter
E	<u>Spelling:Long vowels. o. oa. ow</u>		The Fire Fighter (RL.2.1)
S	Soccer Feet; My Bike		Story Plot, major and minor
D	<u>Phonics Chart - #19-20 Titled:</u>		characters; settings, sequence
A	Gentle Cow; Cowscape		events, predict author's message
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Character Education word:		Someone, Listen to Reading, Word
	Respect		Works, Work on Writing; CAFE Comp.
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
E	Flag Pledge, Lunch Count, PBIS	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.(RL.2.1)
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art	The Golden Goose
N	<u>Spelling:Long vowels. o. oa. ow</u>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -# 19-20 titled:</u>		Describe how setting is
D	Soccer Feet; My Bike		conveyed & similarities. Daily 5: Read
A	Flash Card Drill of Sight Words		to Self; Read to Someone, Listen
Y	Character Education word:		to Reading, Word Works, Work on
	Respect		Writing; CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,PBIS	8:45-9:15 - Music	Oral & Silent Reading: (RL.2.1)
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	The Day in a Life of a Fish
U	<u>Spelling: Long vowels. o. oa. ow</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 19-20 Titled:</u>		the author's message of the story.
D	Soccer Feet; My Bike		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works, Work on Writing
	Respect		CAFE components
	<u>8:30–8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count, PBIS	8:45-9:15 - P.E.	Oral & Silent Reading of:(RL.2.1)
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	Forget It!
R	<u>Spelling: Long vowels. o. oa. ow</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in
D	<u>Phonics Chart -#17-18 Titled:</u>		complete, coherent sentences.
A	Soccer Feet; My Bike		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Respect		CAFE components
CURRICULUM OBJECTIVES:			
	Math Objective: Students will learn how	identify various shapes and 3-D objects such as triangles, rhombus, trapezo	
	Shared Reading Objective:	: Use appropriate listening skills, as well as identify complex and irregularly	
	Spelling Objectives -	long vowels: o. oa. ow	

	Oral Language Objective: Practice Speaking and listening skills.	
	Science Objective: Students will understand how animals live in the Woodland Forest	
	SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each student	
	Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart	
	Explicit Oral Language Objective: Oral reading and discussion using poetry books and News Books	
	Weekly Reader Objective: students reading informational text	
	Social Studies - Students will learn about how to read a map and find locations on a map.	
	STATE STANDARDS:	
	Reading Standards: Indicator 1- Students can recognize & analyze words; Indicator 2: Students can comprehend	
	Writing Standards: Indicator 1: Students can apply the writing process to compose text.	
	Listening and Viewing Standards: Indicator 1: Students are able to use various listening & viewing strategies in social studies	
	Math Standards: Indicator 1: Use procedures to transform algebraic expressions.	
	Science Standards: Indicator 1: Understand the nature and origin of scientific knowledge.	
	Social Studies Standards: Indicator 1: Analyze U.S. historical eras to determine connections & cause/effect relationships	
	Technology Standards: Indicator 1: Students recognize & demonstrate skills in operating technological systems.	
	COMMON CORE STANDARDS:	
	Language Arts: Ask who, what, where, when, why, and how questions for understanding; discuss	
	Mathematics: Extend understanding of base ten system; understanding models of addition and subtraction	
	Reading: Ask who, what, where, when, why, and how questions for understanding; discuss	
	Writing: Write Opinion pieces in which they introduce the topic or book they are writing about	
	Speaking and Listening: Participate in collaborative conversations with diverse partners and 2nd grade	
	Language Arts: Participate in collaborative conversations with diverse partners	
	Math: Make sense of problems and work on tables and graphs and daily reasoning	
	Technology Standards: Select from several teacher-directed internet sites to locate information.	
	Social Studies Standards: Analyze U.S. Historical eras to determine connections and cause and effect relationships	
	Science Standards: Make a timeline to indicate the life cycle of an insect. Use scientific thinking to	

Poetry/Ch.Ed.	Recess	Lunch	SSR Time/ Silent Reading	IXL Computer
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				Self-paced interactive
Language				courseware in
on various				content areas of reading
current				and math in the computer
topics .				lab. at each students' individual
Read Aloud				level.
Poems with				
Skill Building				
Lessons.				
Poetry/Ch.Ed.	Recess	Lunch	SSR Time/ Silent Reading	Ticket to Read Computers
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	
				12:55-1:15
Character				
Education				Self-paced interactive
activities on				courseware in
using Respect				content areas of reading
and being respect.				and math in the computer
Read Aloud				lab at each students' individual
Poems				level.
Poetry/Ch.Ed.	Recess	Lunch	SSR Time/ Silent Reading	Ticket to Read Computers
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				
Language				Self-paced interactive
on various				courseware in
current				content areas of reading
topics. Read				and math in the computer
Aloud Poems				lab. at each students' individual
With Skill				level.
Bldg. Lessons				
Character Ed.	Recess	Lunch	SSR Time/ Silent Reading	Ticket to Read Computers
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Students will be			Progress Monitor RTI	Self-paced interactive
learning			Students	courseware in
about ways				content areas of reading
to be respectful				and math in the computer
Read				lab. at each students' individual
Aloud Poems				level.
with Skill Bldg.				
Character Ed.	Recess	Lunch	SSR Time/ Silent Reading	Ticket to Read Computers
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				
Language				Self-paced interactive
on various				courseware in
current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
	Make predictions.			

& characters & plot				
and familiar texts.				
and shapes.				
on language arts topics				

<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creative Writing</u>	<u>RTI</u>
1:15-2:00 (NBT.2.1)	1:55-2:00	2:00-2:15	2:15-2:30	2:30-3:00
Pg.2.5-2.6 Students will be learning about shapes, & blocks, and daily reasoning. Promethean	Oral reading and discuss. of explicit		Students will be composing	(Response to Intervention)
Practice Enrich.7.1.5students will solve problems from words	oral language using poetry books.		various stories to enhance the importance	Students will learning about how to use Glossary Hunt.
Problem of the Day.			of learning	
Mad Minute Tests; CGI Problems	Moral instructions		various writing skills.	
Flash card drill of add. Facts				
Students will use algebra concepts to solve equations.				
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creative Writing</u>	<u>RTI</u>
1:15-2:00	1:55-2:00	2:00-2:15	2:15-2:30	2:30-3:00
Pg.2.7-2.8. Student will be working with symmetry, patterns	Students will read and		Students will be composing	(Response to Intervention)
Practice Enrichment:Promethean 7.2 for reteach and practice.	understand various		various stories to enhance	Students will work on reading to someone
Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve	forms of poetry.		the importance of learning various	
everyday problems in math.			writing skills.	
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>	<u>RTI</u>
1:15-2:00	1:55-2:00	2:00-2:15	Rhyme Charts/RTI	2:30-3:00
Pg.2.9-2.10 Students will be learning about doubles & +one	Oral reading and discuss. of explicit		2:30-3:00 Involved sharing	(Response to Intervention)
7.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests.	oral language using poetry books.		of spelling & rhyme charts and books.	Students will be working on Story Sparkers.
Flash card drill of addi. Facts.			Students will look up spelling words	
Students will understand place value. CGI problems			in dictionary.	
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>	<u>RTI</u>
1:15-2:00	1:55-2:00	2:00-2:15	Rhyme Charts/RTI	2:30-3:00
Pg. 2.12-2.14 Students will be working with combinations	Students will read and		2:30-3:00 Involved sharing	(Response to Intervention)
problem solving & daily reasoning	understand various		of spelling & rhyme	
7.4- Enrichment. Promethean	forms of poetry.		charts and books.	Students will be working on Comprehension and Fluency; iPad - take
Problem of the Day.			Students will use list words	
Mad Minute Tests. CGI Problems			in sentences.	
Flash card drill of add. facts.				
Using problem solving skills				
<u>Math</u>	<u>Poetry</u>	<u>Recess</u>	<u>Shared Rdg./Spell.</u>	<u>RTI</u>
1:15-2:00	1:55-2:00	2:00-2:15	Rhyme Charts/RTI	2:30-3:00
Pg2.15-2.16. Students will be learn about patterns and blocks	Oral reading and discuss. of explicit		2:30-3:00 Involved sharing	(Response to Intervention)
Pract. & Enrich. 7.5 Promethean	oral language using poetry books.		of spelling & rhyme	Students will be working with Thesaurus and Dictionary Hunts.
problem solving. CGI problems			charts and books.	
Problem of the Day. Mad Minute Tests. Flash card drill			Students will play	and Word Works.
Students will be able to write value of underlined digits.			"Sparkle" with spelling words and then take a test.	

Science/S.Studies	
Weekly Reader/JA	
3:00-3:25	
Science-pg.A42-A50	
Students will be	
learning about how	
scientists are studying	
bear cubs.	
Weekly Reader-	
We will be learning about	
why bones are important.	
<u>Dismiss - 3:30</u>	
<u>Social Studies - Pg 66-69</u>	
3:00-3:25	
Students will learn	
about the various	
heroes and holidays.	
<u>Dismiss - 3:30</u>	
<u>Social Studies- 3:00-3:25</u>	
Students will learn about	
what animals are	
American Heritages.	
Use Promethean Board	
for learning about	
heritages of many	
families.	
<u>Dismiss - 3:30</u>	
<u>Weekly Reader - 3:00-3:25</u>	
Students will make	
posters in small groups	
depicting all kinds	
of life cycles.	
We will find various	
life cycles on the	
Promethean Board	
<u>Dismiss - 3:30</u>	
<u>Weekly Reader-3:00-3:25</u>	
Students will be learning	
about the life cycle of	
plants and various	
animals. Students will work	
in groups to work together.	
The students will	
then share their findings	
to the class.	
<u>Dismiss - 3:30</u>	

